

# **IMPROVING REPORT TEXT WRITING THROUGH THINK-PAIR-SHARE**

**Research Journal**

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## IMPROVING REPORT TEXT WRITING THROUGH THINK-PAIR-SHARE

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**Abstrak:** Penelitian ini merupakan penelitian untuk meningkatkan kemampuan siswa SMA PGRI kelas X dalam menulis teks Report melalui metode berpasangan (Think Pair Share) tahun akademik 2012/2013. Tujuan penelitian ini adalah untuk mengetahui bagaimana metode Think Pair Share digunakan untuk meningkatkan kemampuan siswa dalam menulis teks report, dengan harapan bahwa penelitian ini bias berguna bagi guru dan siswa dalam proses belajar mengajar. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas yang terdiri dari perencanaan, tindakan, observasi dan refleksi. Peneliti menggunakan dua siklus untuk mendapatkan hasil yang maksimal. Subjek penelitian ini adalah siswa SMA PGRI kelas X tahun akademik 2012/2013 yang berjumlah 30 siswa. Technique yang digunakan untuk memperoleh data dalam penelitian ini adalah pengukuran dan observasi langsung. Alat pengumpulan data adalah test tertulis, checklist, dan lembaran catatan. Skor rata-rata siswa pada siklus 1 adalah 75,0 dan siklus 2 adalah 79,16. Berdasarkan KKM (65) maka skor rata-rata jauh diatas standar, dan penelitian cukup dilakukan dalam dua siklus saja.

**Kata kunci:** meningkatkan, teks report, berpasangan, menulis.

**Abstract:** The research is about improving ability on writing report text through Think-Pair-Share to the Tenth Grade Students of SMA PGRI I Pontianak in Academic Year 2012/2013. The objective of the study is to know how the TPS improves the Students' ability in writing report text. It is expected that the research would be useful for the teachers and students in language teaching and learning process. The method used in this research is a Classroom Action Research which consists of Planning, Acting, Observing and Reflecting. This method is done in two cycles in order to get the maximum result of the research. The subject of the study is the Tenth Grade Students of SMP PGRI I Pontianak in Academic Year 2012/2013. The number of research participant is 30 students. The technique used for collecting data measurement technique and direct observation technique. The tools of collecting data are written test, observation checklist and field notes. In Cycle 1, the students' mean score was 75.0. and cycle 2, the mean score was 79.16. Based on the minimum standard of pass (KKM), that is 65, the mean score of the first cycle was high and even more the second cycle. It means, the writer just does the research on two cycles.

**Keywords :** Report, think pair share, writing.

In learning English, the students are not intended only to increase the language skills but also the ability to think, to express ideas and feeling in order to master English skills. The skills are considered as integrated skills which are separately taught to the students. Writing is one of the skills. In that, the students need to apply or follow the process from pre-writing to publishing.

In pre-writing, the process is to search for the topic to write for which they may brainstorming ideas about the topic. In this case, the students need to think creatively and be able to use their mindset to express their ideas. Afterward, the students try to draft, they start to write sentences and paragraph and develop their writing. to make sure, what they have written is well-done, they reread it. When they find the mistakes, they have to revise it. Furthermore, the students have to make a proof in the writing and make it correct. In this case, the students have to make sure all sentences are complete, correct spelling, capitalization, and punctuation, change words are not used correctly. The last step is publishing. In this step, the students read their writing aloud to a group then create a book of their work.

The process of writing the answer should be started from thinking of a topic to write about. Then, put the information into their own words and write the answer in the form of sentences. After that, reading the sentence and arranging the sentences again. Furthermore, the students need to correct spelling, punctuation and capitalization. Finally, they make sure that the sentence is prepared in final form. The process of writing should be applied in teaching learning process especially to teach students to write.

The students of grade tenth should be able to write some kinds of text. One of the texts is report text. According to Djuharie (2007:24) writing report text refers to the discussion about person, something, place, and animal. This kind of text has a purpose to describe the participant based on the information at that time. It is considered as a difficult writing, because the students have to master the elements that are available in this text such as general classification and description.

Writing text is not as easy as the students think, including writing report text. In writing report text the students are supposed to be able to recognize both the structures of the text and convention of the text itself. The problems that the students faced during writing report text: to begin the general classification with good main idea, then to write description based on the characteristics of the subject (thing or animals), and also in writing the report text with a good present tense.

Most of the students often faced difficulties when their teacher asked them to write. One of the reasons that made them difficult to write is because they sometimes do not know what they would write because of the lack of experiences, vocabularies and ideas. For these reasons, teacher was expected to make writing becomes a more fun activity that would make the students easier to write and feel interested in writing, especially in writing a report text. There were some problems faced by the students in writing report text. First, they had limitation in the vocabularies that would be used to write a report text. Second, the students had limitation in the text organization of a report text. They mostly did not start a report text with appropriate goal or aim. The teacher found that the students directly write the report text without attaching the goal. Third, they often made mistake in language features of a report text.

In order to make the students eager to study English, the writer tried to propose the technique of teaching, because the writer thought that in studying, the students needed to be helped which could encourage them to study so that it arose their motivation and eagerness to study. The use of media itself should be combined with the appropriate teaching technique. To make the students had a clear and simple way in writing the report text; the writer applied Think-Pair-Share as the technique of teaching.

Think-Pair-Share is one of cooperative learning techniques; actually, a cooperative learning has several types, namely Think-Pair-Share, group investigation, Students Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualized (TAI) and Jigsaw. However, Think-Pair-Share seems very important to apply. This technique was very simple to apply. Think-Pair-Share is a technique of the learning which demands the students to learn on group with two students. This technique can be effectively used by the teacher in the classroom. It also could help the students to solve the problem in learning where they discuss in a pair to get the solution of the problem.

Based on the phenomena above, it is concluded that teaching writing through Think-Pair-Share puts the emphasis on raising student's motivation to work together, so that the teaching learning process resulted better. The researcher was interested in the real implementation of Think-Pair-Share so that the researcher conducted the research entitled "improving Report Text writing through Think-Pair-Share to the tenth Grade Students of SMA PGRI I in Academic Year 2012/2013".

## **METHOD**

In carrying out a research, it is necessary to describe the method that is used to achieve the goal. Various kinds of methods can be applied to achieve the goal of the research, but all depend on what sort of the research itself. In accordance with the problem, the appropriate one to be used in this research is classroom action research. In this research, the writer applies two cycles, namely Cycle 1 and Cycle 2. In cycle 1 the teacher teaches report text writing. The problem of the students in writing report text would be resolved in cycle 2. Each cycle consists of planning, acting, observing and reflecting.

Sigh (2006) says, "Action research is a method for improving and modifying the working system of a classroom in school. The teachers and principal are able to study their problems of teaching scientifically. It is an objective oriented method". Classroom action research usually focuses on seeking solution to problems of classroom management, instructional strategies, use of material, or student learning. While, Eileen (2000:1) states, "Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research"

A classroom action research consists of four stages, they are planning, acting, observing, and reflecting. The first is planning. It means planning the actions; in order to help the teacher to overcome the problems appeared in the classroom and improving the students' achievement. The second is acting. Acting is the implementation of the plans that have been made. Next is observing where the teachers observe the process of implementation; which functioned to record the activity during the treatment. The last is reflecting, where the teacher evaluated the implementation which had been done. The teacher did activities that hopefully will overcome the problem that appear in the classroom, so the problem will not appear in the next treatment.

Techniques of data collecting that are applied in this research are measurement and observation. The teacher measured the students' achievement during the implementation in each cycle by using written assessment in which students are asked to write report text. Then, the teacher was helped by a collaborator to observe and put some notes on the students' activity during the implementation of teaching.

Tools of data collecting used in this research are: written assessment where students are asked to write report text in each cycle which was graded and the result of each cycle is compared in order to know students' achievements. Next, observation checklist used to observe the students' and teacher' action in conducting the classroom activity in the form of checklist table. Lastly, field notes which is made to record the important events that appear

throughout the teaching learning process when the treatment is applied, include students' interaction and activity. The item analysis is the content of report text writing. Each item was analyzed with different score based on the students' weaknesses in writing report text.

The items to be evaluated	Descriptions	Scores
<b>1. Organization</b> <ul style="list-style-type: none"> <li><i>General classification</i></li> <li><i>Description</i></li> </ul>	<i>Excellent</i> ; the major points of the text are supported by relevant <i>General classification</i> and description in detail	<b>30 - 35</b>
	<i>Good</i> ; the major points of text are supported by <i>General classification</i> and description but rather less relevant details of content	<b>25 - 29</b>
	<i>Average</i> ; the major points of text are supported by <i>General classification</i> and description but less relevant details of content	<b>19 - 24</b>
	<i>Poor</i> ; the major points of text are supported by unrelated <i>General classification</i> and description	<b>15 - 18</b>
	<i>Excellent</i> ; the paragraph shows that the usage of words such as personal noun, linking verb, and adjectives are used appropriately	<b>27-30</b>
<b>2. Vocabulary</b> <ul style="list-style-type: none"> <li><i>Noun</i></li> <li><i>Verb</i></li> <li><i>Adjective</i></li> </ul>	<i>Good</i> ; occasional errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	<b>22-26</b>
	<i>Average</i> ; frequent errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	<b>17-21</b>
	<i>Poor</i> ; the paragraph does not show that the writer understands the usage of words such as personal noun, linking verb, and adjectives.	<b>13-16</b>
	<i>Excellent</i> ; the paragraph contains complete sentences and correct use of simple present tense, degree of comparison and adjective	<b>22 - 25</b>
<b>3. Grammar</b> <ul style="list-style-type: none"> <li><i>Simple Present Tense</i></li> <li><i>Degree of Comparison</i></li> <li><i>Adjective</i></li> </ul>	<i>Good</i> ; there are mostly complete sentences. There are still several errors in simple present tense, degree of comparison and adjective	<b>19 - 21</b>

<b>4. Mechanics</b> <ul style="list-style-type: none"> <li>• <i>Spelling</i></li> <li>• <i>Punctuation</i></li> <li>• <i>Capitalization</i></li> </ul>	<i>Average</i> ; there are few complete sentences. There are frequent errors in of simple present tense, degree of comparison and adjective.	<b>11 - 18</b>
	<i>Poor</i> ; the paragraph shows that the writer does not master the grammar or not enough to be evaluated in of simple present tense, degree of comparison and adjective.	<b>5 - 10</b>
	<i>Excellent</i> ; Spelling, Punctuation and capitalization are correct.	<b>8 - 10</b>
	<i>Good</i> ; occasional errors of spelling, punctuation and capitalization in a paragraph.	<b>5 - 7</b>
	<i>Average</i> ; frequent errors of spelling, punctuation and capitalization in a paragraph.	<b>3 - 4</b>
	<b><i>Poor</i>; no mastery of convention, dominated by errors of spelling, punctuation and capitalization.</b>	<b>1 - 2</b>

**Table II. The Table of Qualification of The Students' Report Text Writing Score**

## RESEARCH FINDINGS

In this Chapter, the writer discusses the findings of the research on the title “improving Report Text writing through Think-Pair-Share to the tenth Grade Students of SMA PGRI I in Academic Year 2012/2013”. The findings of Classroom Action research were gained by the result of Cycle 1 and Cycle 2, also observation checklist from the collaborator. Obviously, the findings in cycle 1 and 2 are seen as follows:

No	Students' Code	Description	Vocabulary	Grammar	Mechanics
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No	Students' Code	General Classification	Vocabulary	Grammar	Mechanics
1	B1	13	7	7	3
2	B2	11	13	8	4
3	B3	11	12	7	2
4	B4	11	11	8	4
5	B5	14	12	9	4
6	B6	15	11	9	3
7	B7	12	11	8	2
8	B8	9	11	6	4
9	B9	17	14	10	3
10	B10	13	9	11	2
11	B11	10	12	10	3
12	B12	9	6	9	1
13	B13	14	10	7	2
14	B14	13	11	9	2
15	B15	18	10	10	3
16	B16	16	7	6	1
17	B17	10	12	7	2
18	B18	7	7	5	3
19	B19	9	12	6	2
20	B20	11	10	7	3
21	B21	8	10	6	1
22	B22	9	12	8	3
23	B23	19	13	9	3
24	B24	18	12	10	2
25	B25	9	11	8	3
26	B26	16	10	7	2
27	B27	17	10	10	3
28	B28	8	8	10	2
29	B29	14	11	9	3
30	B30	15	10	7	2
		12.50	10.33	7.7	3.8

**Table 1. The Score of the Students' Report Text Writing on Cycle 1**



1	B1	13	7	7	3
2	B2	11	13	8	4
3	B3	11	12	7	2
4	B4	11	11	8	4
5	B5	14	12	9	4
6	B6	15	11	9	3
7	B7	12	11	8	2
8	B8	9	11	6	4
9	B9	17	14	10	3
10	B10	13	9	11	2
11	B11	10	12	10	3
12	B12	9	6	9	1
13	B13	14	10	7	2
14	B14	13	11	9	2
15	B15	18	10	10	3
16	B16	16	7	6	1
17	B17	10	12	7	2
18	B18	7	7	5	3
19	B19	9	12	6	2
20	B20	11	10	7	3
21	B21	8	10	6	1
22	B22	9	12	8	3
23	B23	19	13	9	3
24	B24	18	12	10	2
25	B25	9	11	8	3
26	B26	16	10	7	2
27	B27	17	10	10	3
28	B28	8	8	10	2
29	B29	14	11	9	3
30	B30	15	10	7	2
		12.50	10.33	7.7	3.8

**Table 2. The Score of the Students' Report Text Writing on Cycle 2**

## DISCUSSION

The writer conducted this research for two cycles. They are Cycle 1 and Cycle 2. The purpose of this research is to improve the students' ability in writing report text using pictures with guided questions. The teacher taught writing report texts in two cycles in order to get the maximum result and to see how the effect of pictures with guided questions in improving the students' achievement. The Tenth Grade Students of SMA PGRI I Pontianak in Academic Year 2012/2013 were 30 students. This class learned report writing text by using pictures with Guided questions. The students had difficulties in writing the text. Even, they were weak at writing the general classification and description of the text.

The teacher conducted a research of the teaching of report text by the use of pictures with guided questions. The teacher taught to write report text by applying Think-Pair-Share (TPS) with the help of picture and guided questions. In writing this text, it seemed that the students were not able to write General classification and Description. They needed to be guided by the teacher in identify the components and language use in the text. In order to interact the students, the teacher asked some questions as motivating strategy before beginning the lesson. The teacher showed an animal (Lighting) as example of report text and gave some questions related to picture, so that the students knew about the topic of lesson. Afterwards, the teacher explained report text by introducing the structure of it namely: general classification and Description on the text. To make the student work together, the teacher divided the students into two students in a group. Each group wrote report text by using picture of animal with the guided questions related to the topic entitled "**Lighting in Life**". During the discussion, the teacher guided the students who had difficulties in understanding the text. After the discussions, some groups wrote the result of the discussion in front of the class. Lastly, the students were asked to write report text writing entitled "**Flood**" individually by answering the questions related to picture in order to know the students' ability in writing the text.

In this cycle, the teacher found that the students were able to write idea in the structures of report text well but they were still weak at writing grammatically. Some of them could not use present tense well and also their vocabulary. They needed to know the language feature of the text. However, they were able to write the general classification that was seen from the mean score 7.33 and categorized "Good" while the Description was 8.0 and considered "Good". The average score of all was 75.0 and categorized "*Good*".

Because of the students' problem in the previous cycle, those were about their weakness at grammar and vocabulary, the teacher tried to explain those clearly to improve their writing. Based on the result, the second Cycle (Cycle 2 was more improved than Cycle 1. On this Cycle the students had been able to write report texts by using picture with the help of guided questions with correct grammar and vocabulary. It was proved by the result of assessment in the end of lesson. Most of the students writing were grammatically correct. The mean score of identification in cycle 1 was 7.33 increased to 9.1. It was categorized "*Good*". Next, in this cycle, the mean score of Description in cycle 1 was 8.0 increased to 9.56 in cycle 2 and it was still categorized "*Good*".

The overall of the result in the two cycles indicates that the students' achievements in writing report text were increased and the pictures with guided questions have good effect to improve the students' writing ability. The total of the mean score of the students' report text on cycle 2 was 79.16 and categorized "*Good*"

In addition, the writer gained the data from the observation checklist that was given to the collaborator. The result showed the mastery of writing report texts could be seen from the students' activity. In Cycle 1, the students were able to write text as well. However, in cycle 2 they were getting more improved that the students began to master writing the descriptive texts. Then, in the Field Note indicated that the students were so enthusiastic in learning to write the report text; they looked busy to ask one and others in discussion and even the teacher. The students were very active to know more about all information in the text. The pictures with guided questions had good effect to help the students in writings.

Ultimately, based on the data analysis, the writer found that there was an increase of students' achievement in writing report texts. It could be proven by comparing the mean score of Cycle 1 and cycle 2. With regard to the score, it was indicated that the students' performance in Cycle 2 was much better than Cycle 1. This finding showed that there was different score of the two cycles after receiving the treatment.

## **CONCLUSION**

Based on the finding and discussion, (1) Think-Pair-Share is one of good techniques to help the students to write report text. It can be proven by the effect of it in improving the students' report text writing from cycle 1 and cycle 2. (2) The students' vocabulary, General Classification and Description in report text writing were improved with the mean score in the first cycle is 75.0 and categorized "*Good*" and in the second cycle was 79.16 and was categorized "*Good*".

## **SUGGESTION**

Based on the conclusions, the writer would like to offer some suggestions to be considered in teaching to improve the students writing ability: (1) the teacher should apply Think-Pair-Share (TPS) technique in teaching learning process. Since the teacher taught writing report text, this technique could improve student' writing ability. (2) English teacher is suggested to use TPS to improve the students' report text writing because it helps the students more interested in teaching learning process so that they will be stimulated to write report text.

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